



# **FAMILY, YOUTH, & COMMUNITY ENGAGEMENT: REPORT ON PUBLIC MEETINGS**

**Illinois P-20 Council  
Kathy Ryg & Deb Strauss**

**April 27, 2011**

# FAMILY, YOUTH & COMMUNITY ENGAGEMENT COMMITTEE

- **Purpose:** To raise awareness about issues and proposed recommendations of the P-20 Council, which provide opportunities for youth, families, and communities to have a voice in the deliberations, and make recommendations to the P-20 Council about the integration of youth and family and community involvement in education at all levels, including out of school time.



# P-20 PARTICIPATION INCLUDED:

- Co-Chair: **Kathy Ryg** – President, Voices for Illinois Children
- Co-Chair: **Deb Strauss** – President, Illinois Parent Teacher Association
- **Ann Courter** – Policy Analyst, Illinois P-20 Council
- **Melissa Trumbull Mitchell** – Associate Director, The Federation for Community Schools
- **Anne Hoffman** – Assistant Director, ED-RED
- **Dr. Deborah Curtis** – Dean, College of Education, Illinois State University
- **Efua Elens-Eigbokhan** – Outreach Director, Advance Illinois
- **Debbie Kasperski** – Director, National Board Resource Center, Illinois State University



# Moving Forward, Sharing the Change

The North Central Regional Betterment Coalition presents...

## The Illinois P-20 Council Education for Our Future

**Tuesday, April 12th, 2011**



The NCRBC is a 501(c)3 nonprofit and grassroots organization that participates directly and indirectly through facilitation and collaboration in efforts to enhance the viability of its tri-county region (LaSalle, Bureau, & Putnam).

The Illinois P-20 Council is a statewide coordinating body composed of government officials, business executives, university administrators, and other leaders in the education community. This diverse group is charged with the responsibility of making recommendations at all levels of education in Illinois. As the name implies, the Council understands that Illinois needs a framework to guide education policy and integrate education from Pre-Kindergarten through grade twenty.

### **Community Engagement**      **9 to 11:00 a.m.**      **Prouty Building, 435 S. Main St., Princeton**

#### **Why is parent/family/community engagement important?**

Superintendents, principals, chamber of commerce members, local government officials, PTA, and community based providers are welcomed to join the P-20 Council Family, Youth, and Community Engagement Committee, Parent-Teacher Association, Voices for Illinois Children, and the Federation for Community Schools as they discuss recent developments in education, policy and the role of stakeholder engagement.

**Debra Strauss** — President, Illinois Parent-Teacher Association, Co-chair, P-20 Family, Youth, & Community Engagement Committee

**Kathy Ryg** — President, Voices for Illinois Children, Co-chair, P-20 Family, Youth, & Community Engagement Committee

**Melissa Trumbull Mitchell** — Associate Director, The Federation for Community Schools

### **Education for Our Future**      **1:30 to 3:30 p.m.**      **City Council Chambers, City Hall, 301 W. Madison St., Ottawa**

#### **First Annual Report and Recommendations of the Illinois P-20 Council**

Join leaders of the P-20 Council as they discuss their first report — including their work around the Illinois School Report Card, Common Core Standards, and reauthorization of the federal Elementary and Secondary Education Act, previously known as No Child Left Behind.

**Ann Courter**, Policy Analyst, P-20 Council

**Debra Strauss & Kathy Ryg**, Co-chairs, P-20 Family, Youth, & Community Engagement Committee

### **A State of the State Dialogue**      **5:30 to 6:30 p.m.**      **IVCC, 815 North Orlando Smith St., Oglesby**

#### **Budget & Tax Policy Initiative Discussion**

Anyone interested in budget discussions and the current State of Illinois policy are welcome to attend to learn the status of budget discussions and share the impacts of the state fiscal crisis.

**Kathy Ryg** — President, Voices for Illinois Children, Co-chair, P-20 Family, Youth, & Community Engagement Committee

### **Community Engagement/Parental Involvement**      **6:30 to 8:00 p.m.**      **IVCC, Oglesby**

#### **What is engagement and where to start? Come share your thoughts!**

Members of the public are invited to participate in a panel discussion on how communities can support families, and how families can support their children's readiness to learn and succeed in school.

##### **Keynote Speaker:**

**Kim Miller** — Statewide Family Leadership Coordinator, Illinois Children's Mental Health Partnership

##### **Panelists:**

**Jay McCracken** — Superintendent, Putnam County Schools

**Melissa Trumbull Mitchell** — Associate Director, The Federation for Community Schools

**Debra Strauss & Kathy Ryg**, Co-chairs, P-20 Family, Youth, & Community Engagement Committee

# ADVANCE ILLINOIS TOWN HALL MEETING

- April 2009
- Hosted town hall meeting with NCRBC
- 165 superintendents, principals, teachers, and administrators in attendance
- Large and small group discussion of key educational challenges and opportunities
- Prompted P-20 invite



# CREATION OF NCRBC

- North Central Illinois State of the Workforce Report, May 2003
- Economic development prospects for LaSalle, Bureau, and Putnam counties
- Over-abundance of low-skilled, low-waged jobs
- Shortage of people with higher education
- Educational Advocacy Committee of NCRBC created to address problem of “brain drain”
  - 50% of all graduating seniors will leave the Illinois Valley
  - Most will leave for education not available
  - Most of them say they do not plan to return



# COMMITTEE MEETING IN OTTAWA

## ○ Presentations:

- *First Annual Report and Recommendations of the Illinois P-20 Council*, Ann Courter
- *Illinois School Report Card and Common Core Standards Updates*, Kathy Ryg and Debra Strauss
- *Pending Legislation to Support Parent and Community Engagement and Community Schools*, Melissa Trumbull Mitchell

## ○ Open dialogue

- Other meetings around parent/community engagement held in Princeton and Oglesby



# WHY PARENTS/FAMILIES GET INVOLVED

- Understand that they *should* be involved
- Feel *capable* of making a contribution
- Feel *invited* by the school and their children

*Deb Strauss, Illinois Parent Teacher Association  
PTA Presentation, "National Standards for Building Family-School Partnerships  
(Hoover, Dempsey, and Sandler, 1997)*





# PARENT/FAMILY INVOLVEMENT MATTERS

- No matter what their family income or background may be, students with involved parents/families are more likely to:
  - Earn higher grades and test scores
  - Pass their classes
  - Attend school regularly
  - Have better social skills
  - Graduate and go on to postsecondary education



# NATIONAL STANDARDS FOR FAMILY-SCHOOL PARTNERSHIPS



*Deb Strauss, Illinois Parent Teacher Association  
PTA Presentation, "National Standards for Building Family-School Partnerships"*



# FAMILY AND COMMUNITY ENGAGEMENT: WHY IS IT IMPORTANT?

- Research demonstrates the power engaged parents have to change children's academic outcomes
- Families and communities have assets to bring to the table – and schools cannot “do it alone”
- Schools can provide supports to families and community members that also serve to remove barriers to student achievement – the school itself is a resource
- Need to define “parent” and expand thinking to “family”
- Need to honor, acknowledge, and value all different types of engagement



# SUMMARY OF KEY LEARNINGS

- First step – creating a welcoming environment
- Teamwork among all stakeholders in children's academic success is critical
- Clear, consistent, open communications among all stakeholders key to community and family engagement; using multiple strategies and structures to provide parents with the information and tools
- Critical that schools (and districts) be open to community partners, willing to co-located programs and services, and be open to meaningful family engagement (including holding events at times when parents are available)
- Schools reach out to the community both to share resources that the school can offer and to identify community-based supports from which students and families can benefit; ensure families know about supports available



# SUMMARY OF KEY LEARNINGS

- Intentionality, consistency, and varied pathways support strong community and family engagement
- Schools can bring groups together to conquer a shared challenge, complete a shared project, or work towards shared goals
- Leadership priority on and value of family and community engagement at all levels (district, school) is key to success, includes principals modeling engagement for teachers
- Importance of trust among all stakeholders cannot be overstated
- District leadership's willingness to listen to and address parents' concerns and a willingness to consider and change district policies also serve to foster engagement

# DEVELOPING NECESSARY CAPACITIES

- Role of the leader – at school and district level
- Role of leader and staff professional development around the importance of engagement
- Opportunities for developing trust and relationship building – let the first experiences be positive
- Links to local, state, and Federal policy – educate policymakers
- Develop family capacities to engage – and broaden our definitions of “parent” engagement
- Rely on infrastructures that support engagement – NCLB/Title I Parent teams, Family & Community Engagement teams, community schools
- Policy change at Federal, state, and local levels

# PARENTAL ASSISTANCE PROGRAMS

- **Purpose:** To determine the best way in which parents can be provided assistance in developing improved parenting skills that would lead to better student achievement and improved social skills

# ESTABLISHING THE PROGRAM

- Permission from the School Board and Superintendent
- Seeking volunteers for the committee
- Survey on district website
- Needs assessment from staff
- Attitudinal survey from parents
- Business partnerships
- Planning the workshops



# HOMEWORK KIT WORKSHOP

- Kits created by teachers at each grade level
- Designed to assist parents in helping their children learn at home
- Provided at the workshop for parents, including specific items needed for each grade level
- Highlights
  - Food donated by businesses
  - Food cooked and served by teachers and administrators
  - Festive atmosphere



# OVERVIEW OF ILLINOIS STATE BUDGET

- *A State of the State Dialogue* for anyone interested in budget discussions and the current state of Illinois policy
- Open dialogue
  - Participants invited to share impacts of the state fiscal crisis



# COMMUNITY ENGAGEMENT/ PARENTAL INVOLVEMENT

- What is engagement and where to start?
- **Keynote Speaker:**
  - Kim Miller, Statewide Family Leadership Coordinator, Illinois Children's Mental Health Partnership
  - Engagement from a parent perspective





# SOCIAL AND EMOTIONAL LEARNING IS KEY TO STUDENT SUCCESS IN SCHOOL, WORK AND LIFE.

Children who have experienced social and emotional learning (SEL) demonstrate:

- As much as an 11 percent improvement in their achievement test scores
- More positive connections with school and a greater enthusiasm for learning
- Increased self-esteem and responsibility toward others
- Fewer conduct problems and less emotional distress
- Good character and citizenship

## Raising Caring, Confident, Capable Children

Preparing children for life success takes love, hard work and endless patience. It also requires a broad, balanced education that combines academic growth with social and emotional growth. The research is clear. Children perform better academically when they learn to manage their emotions, establish positive relationships, develop caring and concern for others, make responsible decisions and constructively handle challenging situations. This brochure will introduce you to some of the benefits of social and emotional learning (SEL) and what you can do, both at home and with your school, to promote your student's healthy social and emotional development and academic achievement.



## FAMILY-SCHOOL PARTNERSHIPS

Establishing and sustaining successful SEL initiatives is not just a school responsibility. Parents and caregivers share that responsibility. The best results for students are achieved when families and schools form a partnership to coordinate their efforts. These partnerships often begin with a school leader, such as a principal regularly sharing their school's SEL information with families. Then families and schools are better able to work together to recognize and promote SEL at home, in school and throughout the community.

### What you can do to promote SEL in your school

Parents and caregivers can promote their child's social and emotional development by learning more about their school's SEL initiative. Ask your school leader or child's teacher what you can do to help. Here are a few suggestions:



- Attend family SEL informational meetings at school
- Ask your child's teacher about how SEL is used at school
- Participate in SEL parent/caregiver trainings
- Assist in your child's classroom
- Participate with your child in SEL-related homework assignments
- Promote SEL successes throughout your community
- Support fund raising efforts to sustain SEL initiatives

For more information about social and emotional learning and the Illinois SEL standards, please view the following websites:

- The Illinois Children's Mental Health Partnership ([www.icmhp.org](http://www.icmhp.org))
- The Collaborative for Academic, Social and Emotional Learning ([www.casel.org](http://www.casel.org))
- University of Illinois Extension (<http://web.extension.uiuc.edu/sel>)
- The Illinois State Board of Education ([www.isbe.net](http://www.isbe.net)) (for the Illinois SEL standards)



Supported by the following organizations:



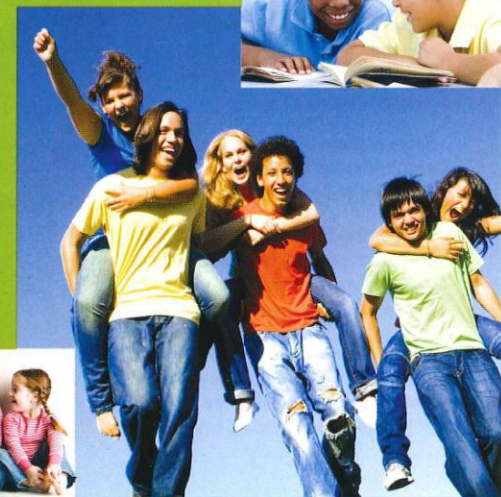
Collaborative for Academic, Social and Emotional Learning



Illinois State Board of Education

# RAISING CARING, CONFIDENT, CAPABLE CHILDREN

WHAT PARENTS AND CAREGIVERS NEED TO KNOW ABOUT SOCIAL AND EMOTIONAL LEARNING (SEL) AND WHY IT DESERVES YOUR SUPPORT IN SCHOOL AND AT HOME.





## SOCIAL AND EMOTIONAL LEARNING IN SCHOOL AND AT HOME

There's a new direction for education in Illinois. It involves a statewide effort to promote the implementation of developmentally appropriate social and emotional learning (SEL) to all students. Years of research shows that teaching SEL skills along side core academic subjects raises achievement test scores and produces higher graduation rates. It also helps build self-esteem. Students feel valued and respected. They become more engaged in learning.

Success for Illinois' SEL initiative not only involves your child's school and teachers, it also requires your support and follow-up at home. Make a commitment to learn about your school's SEL efforts, coordinate your child's SEL school projects with activities at home, and work with teachers and school leaders to promote SEL throughout your community. When you do, you'll significantly increase your student's opportunities for achieving success in school, work and life.

### Five Basic SEL Skills Everyone Should Acquire

SEL identifies five core competencies fundamental to life success:

**Self-Awareness:** Identify one's thoughts, feelings, and strengths, and recognize how they influence one's choices and actions.

**Self-Management:** Establish and work toward short- and long-term goals, and handle emotions so that they facilitate rather than interfere with the task at hand.

**Social Awareness:** Identify and understand the thoughts and feelings of others, respect their rights, and appreciate diversity.

**Relationship Skills:** Establish and maintain healthy and rewarding connections with individuals and groups through communication, listening, and negotiation skills.

**Responsible Decision Making:** Generate, implement, and evaluate positive and informed solutions to problems, and assume responsibility for personal decisions and behaviors.

# THE PARENTING CONTRACT FOR RAISING CARING, CONFIDENT, CAPABLE CHILDREN

**Ten things I will try to do at home to teach my children social and emotional skills and give them greater strength, wisdom and resilience in dealing with life's pressures.**

*I promise to:* **1. Focus on strengths.** When my children bring home a test, I will first praise what they did well and then I will talk about what can be improved. I will not just criticize things that were wrong.

**2. Follow up with fair consequences for misbehavior.** Sometimes parents/caregivers demand unfair consequences in anger. "Because of what you did, no television for a month." (*It's not a surprise that the TV is turned back on in one or two days.*) I will set fair consequences and consistently carry them out.

**3. Ask my children how they feel.** When I do, I'm sending the message that their feelings matter and that I care.

**4. Find ways to stay calm when angry.** I know it's normal to get angry or irritated, but I shouldn't lose control. Instead, I will take a few deep breaths, or just stop talking, or leave the room. I will encourage family discussion about what we all can do to stay calm.

**5. Avoid humiliating or mocking my child.** Unfair criticism and sarcasm can make children feel bad about themselves. They can lose confidence, which can cause problems with schoolwork, illness and getting along with friends. It also weakens our mutual bond of trust. I will try to give my children room to make mistakes when they're learning new skills.

**6. Be willing to apologize.** If I miscommunicate, I will apologize and calmly explain what I really meant. Being a good role model means teaching that it's possible to work through problems with consideration and respect for others.

**7. Give my children choices and respect their wishes.** When my children have a chance to make choices, they learn how to solve problems. Letting my children make decisions teaches them that their ideas and feelings matter.

**8. Ask questions that help my children solve problems on their own.** When my children have a problem, I will NOT step in and take over. Instead I will try to ask good questions and encourage them to find their own appropriate solutions.

**9. Read books and stories together.** Reading aloud is a way to share something enjoyable and learn how other people deal with common issues like making or losing friends or handling conflicts.

**10. Encourage sharing and helping.** There are many ways my family can do this, such as preparing food in a homeless shelter or going on a fund-raising walk/run, or helping elderly neighbors or needy families. My children will learn that they can make a difference in the lives of others.

Place your children's school photos here



\_\_\_\_\_  
Parent or Caregiver Signature

\_\_\_\_\_  
Date


\_\_\_\_\_  
Parent or Caregiver Signature

\_\_\_\_\_  
Date:

**We encourage you to read and sign this contract and then post it on your refrigerator or kitchen bulletin board as a reminder of your commitment to raising caring, confident, capable children.**



# KEY TAKEAWAYS

- Coalitions do not recognize themselves as community-based organizations. FYCEC can reinforce for others.
  - Family and parental engagement is key
  - Development of shared values and language leads to goals to achieve a mission
  - Schools need support in addressing achievement gaps, social and emotional learning needs, and responding to needs of individual students
    - Highlighted by schools' experiences with suicides, and schools role in bringing out students' talents and interest
  - School boards want parent surveys and study circles
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# FOR P-20 CONSIDERATION

- Share The Change Exchange Blog:
  - <http://share-the-change.blogspot.com/>
- Engage critics
- Connect coalitions around state
  - Web-based communication
- Need to be asset-skill based
- Need to make career connections early
- Misalignment between high school and college readiness, and between the ISAT and the PSAT/ACT
  - Textbook needs and learning materials are key
  - Broadband is an issue
- Health services are key to community but liability issue for schools
- Mental health impacts across all levels of schools, Pre-K through college



# For additional information:

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